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ABSTRACT

This monograph gives an account of three associated studies of the professional craft knowledge of teachers as articulated by 20 teachers in 4 secondary schools in Victoria, Queensland, and New South Wales, Australia. Participants were chosen on the basis of: (1) student identification of their best teachers and (2) equal representation from three curriculum areas--humanities, science/mathematics, and practical subjects. The teachers were observed for three lessons each, and asked to talk about aspects of the lesson that had pleased them, which involved reflection on why and how certain strategies were used. From these recorded interviews, an individual pedagogical profile was developed for each teacher. THe six chapters of the monograph are: (1) "The Context of the Project" (Margaret Batten); (2) "Students' Perceptions of Effective Teaching" (Margaret Batten); (3) "Exploration of Teachers' Professional Craft Knowledge: The Victorian Study" (Margaret Batten); (4) "Exploration of Teachers' Professional Craft Knowledge: The Queensland Study" (Perc Marland); (5) "Exploration of Teachers' Professional Craft Knowledge: The New South Wales Study" (Mon Khamis); and (6) "Summary and Conclusions" (Margaret Batten and Perc Marland). Appendices provide: (1) a pedagogical profile from the Victorian study and (2) diagrammatic representations of two teachers' concepts of teaching effectiveness from the Queensland study. (Contains approximately 85 references.) (LL)